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ABSTRACT

This guide is written for counselors and guidance specialists as an awareness and strategy development program for the survival of school based guidance programs. A letter of survival hints, including the importance of political awareness, introduces the guide. A true/false quiz on what makes a difference in guidance programs points out areas of effectiveness. Additional survival skills aids focus on evaluating program effectiveness, checking the program, developing a career education program, replicating successful practices, initiating new ideas, trying new approaches, publicizing the program, improving school climate, developing a district guidance policy, and using available resources. Within each survival skill area, specific strategies, materials, resources, and programs are provided. (BL)

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SUGGESTIONS FOR SURVIVAL

FOR COUNSELORS AND OTHER GUIDANCE SPECIALISTS

INCLUDING:

- A LETTER FROM ANNE UPTON
- A NOTE ON FAITH, HOPE, AND CHARITY
- SUGGESTED WAYS TO:
  - COLLECT BETTER INFORMATION
  - WORK MORE EFFECTIVELY WITH LOCAL DECISION-MAKERS
  - GAIN GREATER COMMUNITY SUPPORT FOR YOUR PROGRAM

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Prepared by

Personal and Career Development Services
California State Department of Education
Sacramento, 1982

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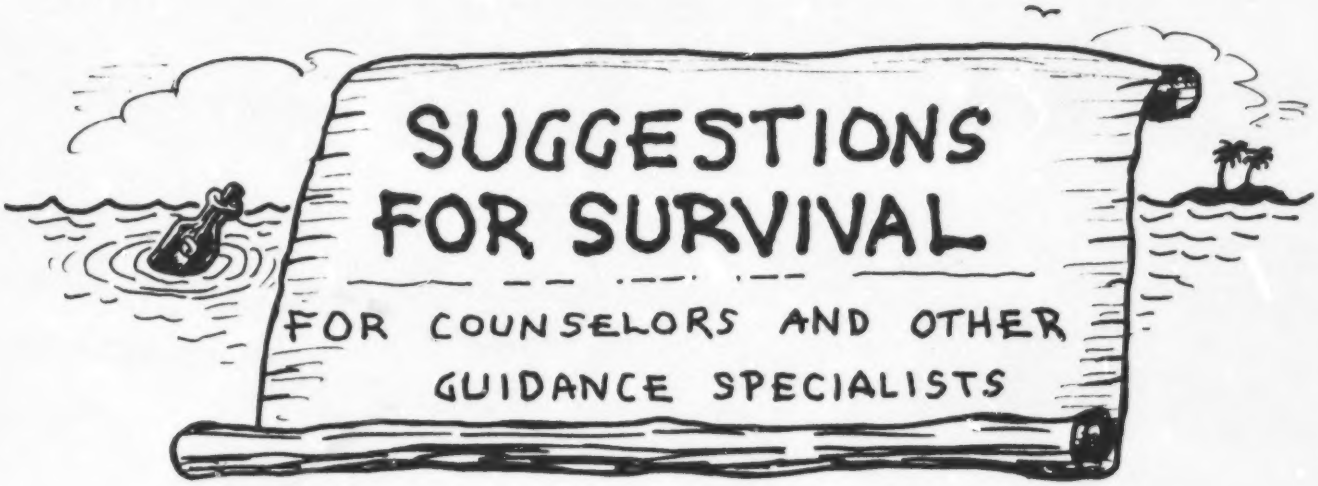

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  8. Replicate successful practices
  9. Initiate new ideas
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  11. Publicize your program
  12. Improve your school climate
  13. Develop a district guidance policy
  14. Use available resources

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

March 1, 1982

TO: School Counselors

FROM: Anne L. Upton, Program Administrator
Personal and Career Development Services
(916) 322-6352

SUBJECT: Survival!

I'm sure you are aware that the major problem facing counselors in California schools today is one of survival. Although the major reason for this is funding cuts, it is obvious that part of the problem is caused by dissatisfaction with guidance programs as they currently exist and the "counselor image".

Without going into all the reasons for the dissatisfaction -- not all is the fault of counselors -- I urge you to take the initiative to do several things immediately - don't wait until you are threatened (if you have not already been threatened). This is no time for apathy.

Long-range, I feel that pupil services programs will survive if we can prove our effectiveness. Short-range, it is going to be difficult and will take immediate action by each one of you.

Below are some helpful hints on how to survive. Also included are some suggestions that may be useful to you not only in surviving but improving guidance and counseling services for your students.

Helpful Hints:

1. Become knowledgeable about district funds and budgets.

2. Make sure you know the members of the local advisory groups that set priorities for the use of district funds. (Block grants will become operational July 1, 1982. Guidance and counseling, Career Education, and other related fields are eligible -- depending on local priorities.) Help to set those priorities!

3. Get going on a guidance plan for your school and district. It should be developed by a committee, including broad representation from parents, community, teachers, administrators and, hopefully, a board member. (If counselors develop the plan alone, then they have to sell the plan to other groups.) Many districts in the state where counselors have not begun this effort are finding that administrators are developing plans for them, with the intent of saving money by reducing the numbers of counselors. Keep ahead!

4. Be sure you let key groups know what you are doing well. These groups include school board members, community leaders, parents, students, teachers and administrators. This is no time to be modest! Have lunch with a board member!

5. Contact your local legislators and let them know your students' needs for guidance and counseling and -- above all -- what your program does to help students. (In order to know how you help students you will need to collect data).

6. Keep our office and your professional association informed of what is happening in your district.

The purpose of this package is to offer some suggestions to help guidance personnel collect better information and work more effectively with local decision-makers to gain greater community support for their programs. The enclosed materials will hopefully help you in <u>your</u> efforts to listen to your colleagues, find out what makes a difference, focus on results, evaluate your program's effectiveness, check up on your program, replicate successful practices, initiate new ideas, try some new approaches, publicize your program, improve your school climate, develop a guidance policy, and use available resources.

Become more active today!

ALU:vz

Enclosures

INTRODUCTION:

"FAITH, HOPE, AND CHARITY"

In 1968 Tamminen and Miller* observed that

> Faith, hope, and charity have characterized the American attitude toward guidance programs - faith in their effectiveness, hope that they can meet important if not always clearly specified needs, and charity in not demanding more evaluative evidence that the faith and hope are justified.

There is little evidence that the situation has changed greatly since that time, in spite of increasing pressure from the public and funding agencies for accountability.

*Tamminen, A. W. and Miller, G. D. Guidance Programs and Their Impact on Students, Research Project No. OE-5-85-035. St. Paul: Minnesota, Department of Education, 1968. Reported in Pupil Personnel Services, A Handbook for Program Development and Evaluation, U. S. Department of Health, Education, and Welfare; Office of Education, Frank E. Wellman and Earl J. Moore, August, 1975, p. 3.

1. LISTEN TO YOUR STATE SUPERINTENDENT

Guidance programs for our children have been understaffed and underfunded far too long. As school budgets have become tighter, counseling and psychological services have been among the first to be eliminated. And student-counselor ratios of 500 to one are ridiculous if meaningful service is what is needed. At a time when even adults are hard-pressed in our fast changing society, student-psychologist ratios of 2,000 to one result in many of our children feeling lost in the shuffle.

For years I have fostered the notion that school climate and personal development are basic components in a child's education. Children learn in a supportive atmosphere and thrive on positive experiences. It is impossible to separate a learning experience from personal experience for schoolchildren.

We cannot divide students into segments. We cannot deal with basic skills and ignore students' self-concepts, goals, values, and problems. It is meaningless to upgrade the curriculum if students receive no help in understanding what academic subjects they need to take to prepare them for productive futures. Giving our students information about career possibilities is a vital service. It is part of education, and it is particularly important for disadvantaged children, whose only guidance may come through the school.

All of the ideas I have cited are reflected in legislation that brought school improvement programs into 3,600 California schools. And we see the ideas in action in fine schools throughout the state. When self-concept and a positive school environment are program focal points, along with reading, writing, and mathematics skills, children are well on their way toward developing into competent, responsible, and caring adults.

These areas of affective development are part of the School Improvement Program and the Master Plan for Special Education. And in June of last year, the State Board of Education affirmed the importance of guidance programs and established high priority for them. The policy requires all state plans, guidelines, handbooks, and frameworks to include guidance as a priority component. The State Board also accepted a recommendation that schools and districts develop comprehensive guidance plans for meeting student needs. That means that each school and school district in California is charged with assessing guidance needs, setting goals and objectives, establishing strategies for achieving them, and stating expected outcomes for students, schools, and school districts.

The State Board policy included specific reference to those who should be involved in the planning. Parents, students, and community representatives are to participate with school people in developing the plans. And I hope that those of you now putting together school guidance plans, and those of you just beginning to think about it, will include all of these elements in an effective way. I know that encouraging participation can be time-consuming. But I also know that effective implementation of any plan depends on the ownership which those involved feel. We are all committed to the programs we help plan. We have a direct stake in their success. And any good plan dealing with our children's personal development is so important, it has to succeed! And success depends on the commitment the faith of everyone involved. Besides, we all get some good ideas when we tap unconventional sources. A comprehensive schoolwide guidance plan that makes use of teachers as implementers and makes use of psychologists and counselors as directors, resource people, and trainers may be one of the most creative uses of time and talent that we have seen in a long time.

Three approaches to providing guidance services that make sense to me are the following:

- Address the predictable needs of children in programs that engage all of the school's personnel. Integrating the elements of guidance and counseling programs into the curriculum, the total education plan, has to be excellent use of time and staff. And it is easy to see how quickly and directly the school atmosphere can be affected when the whole staff is participating.

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- Establish specific proficiencies for students in personal development. Specific goals are so much easier to work with than unarticulated ones are. You can see where you are going and tell when you have reached your destination.
- Tap community resources when they are appropriate. Schools, children, and parents do not exist in a vacuum. We miss all kinds of opportunities when we fail to establish a community context for services. We also remove ourselves from reality. I know that many of you have used community resources mental health workers, for example for years. I have watched School Improvement Program schools turn into community schools as community participation and an exchange of ideas enriched the total environment for everybody.

This publication, *Guidelines for Developing Comprehensive Guidance Programs in California Schools*, looks to me like an excellent document. I hope it will help you develop guidance programs with as much joy and as little difficulty as possible. The whole idea of a comprehensive schoolwide program for meeting the guidance needs of children is so practical, so workable, that it is a pleasure to contemplate. It is a challenge, certainly; but it is a welcome challenge.

Superintendent of Public Instruction

From Guidelines for Developing Comprehensive Guidance Programs in California Public Schools, Sacramento: California State Department of Education, 1981. Foreword, pp. v-vi.

Riverside - San Bernardino Counselors Association

NEWSLETTER

serving the helping professionals of Riverside & San Bernardino Counties

VOL. 2 APRIL 1981 No. 3

EDITORIAL: MARC ORLANDO
FORMER HUNTINGTON BEACH DISTRICT COUNSELOR

Of the forty three counselors in the Huntington Beach Union High School District, forty are out of work. Virtually the entire guidance program in this large, formerly wealthy high school district has been eliminated. Bad counselors? Bad programs? No indeed; some great counselors and several award-winning programs. Maybe a casualty of Prop. 13? Certainly this is partly to blame but there are some other compelling reasons.

We did not have community support! Not only was the public not informed about the issues prior to the decision to eliminate the counselors, but parents do not seem very concerned about it even now.

During community 'input' sessions held by the district, parent efforts went towards such issues as maintaining Girls Field Hockey and Boys Athletic Trainers ($22,000 per year per school).

The problem was obvious upon reflection. Each time a community survey was done in recent years, guidance services received low ratings. As counselors, we could rationalize these ratings by crediting them to community apathy, misinformation and/or lack of information.

Nevertheless, those negative evaluations, no matter how ill-considered or uninformed, provided the basis for the Superintendent/Board action this year. Had our program been impervious to criticism--and it was not--we still had not communicated to the community the importance of counseling, or even a clear idea of what it is we do. Therefore, eliminating us was made that much easier.

We had not changed our own concept of what counselors do. In an era of judging programs and personnel by their cost effectiveness, by their measurable results, many of us have instead clung to the Rogerian rhetoric of the sixties, bitterly complaining about paper work, clerical/administrative responsibilities and budget. When a program cannot justify itself with measurable results, it becomes vulnerable--particularly to administrators with severe budget constraints and who are unconvinced with the effectiveness of the program or the efficiency of the counselors within the program. (The 'counselor as consultant' has become a euphemism for the 'new' counselor--usually the one or two that are now at a school that used to support five or six.

Counselors have left their defense to those same administrators, who consistently occupy our time with those tasks having little or nothing to do with our job descriptions. There seems to be some understanding that those who rely on administrative support will be protected in any cutback. Yet today, positions at all levels are falling victim to the blue line.

No one can really protect counselors except counselors. And, how do we do this? We should be doing it with written accountability with services that are needed, appreciated, and publicized. Counselors who become indispensible don't get lay-off notices, transfers to the classroom, and other assorted indications of non-value. There are programs throughout the state that offer this highly visible, very accountable counseling system. Santa Clara Unified School District made a presentation at the 1980 CPCA Convention in San Diego called the Guaranteed Counselor Services Program. However, the challenge is one that counselors must assume for themselves.

EDITORIAL (continued)

What has happened in Anaheim, in Fullerton, in Fremont, and now in Huntington Beach, will happen in other school districts. In districts where counseling is seen as a luxury, it will be reduced or eliminated. More importantly, the judgment will be rendered not by counselors, but by parents, by building principals, by superintendents, and by school board members. When someone asks you, "Could you please list all of your responsibilities as a counselor?", translate that to "What is your teaching credential?"

There are things we can still do as counselors, but please, don't wait until someone else (administration) moves first.

Identify and prioritize what your program does. Registration, class leveling, program changes, four year educational planning, credit checking, career education programs all need to be prioritized.

Take a look at how you define services. Can you do it more efficiently? Can you increase the productive use of your time? Look around - somewhere someone is doing it better.

Ask the community and administration what services they see as most important.

There are a lot of us who see ourselves as good counselors; well trained, caring, and efficient. Do kids need less counseling in the 80's than when we were hired? Yet the unassailable fact remains that programs are being cut back and non-credentialed people (the illegal aliens of counseling) are hired to complete those tasks that cannot be eliminated.

So why am I looking for another job, and why are you reading this with any interest at all? There are very few evil people in education, just ones with different values.

The only counselors who can afford to be smug are those who are regularly feted as the annual winners of the PTA's service award, or the community's man or woman of the year.

There are people who can help. Your CSCA area rep, Dick Hoover, executive vice president of CPGA at the Fullerton headquarters and Ann Upton's office at the State Department of Education, Sacramento.

Otherwise, if you are young enough, New York Life is looking for new sales people.

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3. FIND OUT WHAT MAKES A DIFFEPENCE

For starters, take this quiz:

FRIENDLY LITTLE QUIZ

"Effectiveness of Guidance Programs"
TRUE or FALSE?

		(Circle)
1.	The best guidance programs tend to be found in schools where they are most needed (e.g., low ability studeuts, disadvantaged communities, lack of scholastic excellence).	T F
2.	In schools where student ability is low and the climate is anti-academic, counselors spend more time with "problem" students.	T F
3.	The importance of "counselor image" depends a great deal on whether the school situation is a good or poor one.	T F
4.	The one most significant factor related to desired student outcomes is the personality of the counselor.	T F
5.	Satisfaction with guidance depends mostly on how good the program is and how well it is supported.	T F
6.	All guidance efforts contribute directly to the holding power of the schools.	T F
7.	High student self-concept is a significant outcome of good guidance programs.	T F
8.	Incidence of continuing to higher education is related more to student ability level than to the guidance program offered.	T F
9.	An important aspect of the counselor's personality is the effectiveness of his or her contacts with the school staff.	T F
10.	Graduates who have had more contact with their counselor are more satisfied with the guidance program, a year after graduation.	T F

Answers to

FRIENDLY LITTLE QUIZ

"Effectiveness of Guidance Programs"*

1. FALSE The best guidance programs tend to be in schools where they are least needed. The schools where these programs are found have students with good ability who come from advantaged homes in advantaged communities and a school climate that encourages scholastic excellence.

2. TRUE What else?

3. FALSE While most guidance efforts are related to situational factors, a few are independent, especially "counselor image." This factor does not show up any more in advantaged situations and good schools than in poorer situations.

4. TRUE If there is one guidance input that can be said with confidence to have an effect on hoped-for outcomes, it is the personality of the counselor. This factor is positively related to satisfaction with guidance, holding power, continued education, and amount of help received.

5. TRUE This is more pronounced in low-ability schools than in high-ability schools.

6. FALSE Aside from counselor image, measures of guidance efforts appear to have little if any relationship to the holding power of schools.

7. FALSE High general and academic self-concept does not seem to be related to any aspect of guidance programs, nor indeed to any measured aspect of the situation, not even family advantages.

8. TRUE Continuing education is not related to any guidance program measures, other than counselor image. It is related to ability, academic atmosphere, and other situational factors.

9. TRUE The positive aspects of personality, as perceived by students and observers, are warmth, acceptance, openness, respect for students, interest in students, and effectiveness in contacts with staff.

10. TRUE A year after graduation, students who had better guidance opportunities and more contact with their counselor tend to recall getting more help and are more satisfied with the guidance program.

*Tanminen, A. W. and Miller, G.D. Guidance Programs and Their Impact on Students, Research Project No. OE-5-85-035. St. Paul: Minnesota, Department of Education, 1968. Reported in Pupil Personnel Services, A Handbook for Program Development and Evaluation, U. S. Department of Health, Education, and Welfare; Office of Education, Frank E. Wellman and Earl J. Moore, August, 1975, pp. 5-7.

4. FOCUS ON RESULTS

Do guidance programs make a difference? Yes, they do. But results usually go unreported and unnoticed.

A few efforts related to the assessment and evaluation of guidance programs have revealed positive results. Some of these are:

- Positive changes in pupil behavior[1]--
  - success in meeting demands of school
  - improved peer relations
  - greater understanding of themselves
  - better understanding of their own behavior
- Improved academic achievement[2]--
  - improvement even in primary grades
  - more gain in verbal skills than numerical
  - more gain for boys than for girls
  - greater gains for slow learners and disadvantaged students
- More positive specific behavior[3]--
  - more task-oriented performance
  - improved social interaction
  - improved emotional maturity

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[1]Kaczkowski, H.R. An Appraisal of the Elementary School Counselor's Role Behavior. Springfield: Office of Illinois Superintendent of Public Instruction, 1972.

[2]Wellman, F.E. Final Evaluation Report of Project SUCCESS, (ESEA, Title III). Missouri Evaluation Projects, University of Missouri, 1971.

[3]Ibid.

5. EVALUATE YOUR EFFECTIVENESS

THREE REASONS WHY LOCAL SCHOOL PERSONNEL AVOID PROGRAM EVALUATION*

A National Study of Guidance program model was field tested in California from 1968 to 1971. The model was used in numerous workshops on evaluation for teachers, counselors, and administrators. Experience in actual evaluation efforts and attempts to communicate concepts to professional groups showed that simplification and clarification are needed for local school personnel who are not experienced evaluators. Points that seemed to give the most difficulty included the following:

- The idea of starting with pupil needs and then designing a program to meet the needs seems to be threatening to those who have a commitment to a particular program or process. The result is a tendency to state objectives for the program and not for the pupils.

- The reduction of the global goals of most schools and programs to manageable objectives and measurable outcomes is not only a laborious task for most groups, but it also represents a threat to the subjective evaluations with which they had become comfortable. The need is evident that the relationships between goals, developmental objectives, performance objectives, and outcome criteria should be made more explicit, and that procedural steps should be specified for operational purposes. Goals and developmental objectives given as examples are not sufficient to enable teachers and counselors to develop performance objectives and outcomes that can be used for program planning and objective evaluation.

- The purposes of evaluation and the use of evaluation results for administrative and program decisions are difficult concepts to communicate. The idea of using evaluation to improve and strengthen a program is all too often secondary to the need to comply with an administrative order or a funding regulation requiring evaluation. Greater emphasis needs to be given to feedback and the use of evaluation results in the professional decision-making process.

* Reported in Pupil Personnel Services, A Handbook for Program Development and Evaluation, U. S. Department of Health, Education, and Welfare; Office of Education, Frank E. Wellman and Earl J. Moore, August, 1975, p. 30.

6. CHECK UP ON YOUR PROGRAM

A CHECKLIST FOR DEVELOPING A GUIDANCE PROGRAM

___ 1. Is there a district or school philosophy statement?

___ 2. How does the development of the guidance program at the school fit into what other planning groups are doing (for example, the school site council, school advisory committee, bilingual education committee, or other curriculum or program development groups)?

___ 3. Is there an overall goal statement or set of assumptions for the guidance program?

___ 4. Is there a set of guidance goals for students?

- ___ Are goals written by grade levels?
- ___ Are goals written by levels of internalization?
- ___ Were students, parents, and staff involved in the writing of goals?

___ 5. Are the student goals representative of the needs of students from all the language, economic, and ethnic groups at the school?

___ 6. Is there a set of student objectives?

___ 7. Is a guidance curriculum identified and established?

- ___ Is it clear which student outcomes are addressed?

___ 8. Are guidance services specified and adequately staffed?

- ___ Is it clear which student outcomes they address?

___ 9. Does the program provide support to all students in meeting academic proficiency standards?

___10. Does a plan exist for identifying and developing and utilizing the expertise of all available personnel?

___11. Is there continuous program evaluation?

___12. Is a report presented on the program?

___13. Are all persons who are affected by the program involved in the development and implementation of the program (students, staff, administration, guidance personnel, parents, community, school board)?

___14. Is there administrative support?

___15. Are there sufficient facilities to carry out the program?

___16. Is there adequate financial support for the program? What resources are available (for example, ESEA, Title I; Economic Impact Aid; School Improvement Program)?

7. GETTING INTO CAREER EDUCATION

What Is It?

Career education is a comprehensive lifelong educational process that enables all students at every level of development to apply what they are learning to prepare for and achieve a satisfying career and life style.

What Are Its Goals?

The goals of career education are to improve students' personal and career development. They provide a foundation for curriculum, instructional activities, guidance services, and community involvement in eight areas:

- Basic Skills
- Self-Awareness
- Attitude Development
- Educational Awareness
- Career Awareness and Exploration
- Career Planning and Decision Making
- Career Preparation
- Consumer and Economic Awareness

How Does It Work?

Career education is usually divided into three phases, which correspond to elementary school, middle or junior high school, and senior high school:

- Phase I--Elementary School. Emphasizes Self Awareness and Career Awareness. Activities help students to: know themselves--interests, talents, abilities, values they have and those they can develop; know about the many careers available; develop wholesome attitudes toward work and society; and become aware of the decision-making process.

- Phase II--Middle School or Junior High. Stresses Career Exploration. Activities help students to: explore available career fields; match their interests, talents, and values with particular career areas; explore appropriate careers in depth; acquire some career-related experience; develop their decision-making skills; and make some tentative career decisions.

- Phase III--Senior High School. Focuses on Career Preparation. Activities help students to: follow through on tentative career decisions related to school and work; develop job entry-level skills; prepare for post-secondary educational opportunities; acquire work experience; develop positive career attitudes; expand their economic knowledge; develop career options; and expand their leisure experiences.

What Are The Results?

Through career education students are able to look at themselves honestly, recognize their values, interests, and talents, and know what they have to work with or can develop. They establish their identity in the changing

world around them. They make decisions, rather than let things happen to them. They can recognize and investigate career choices. They ask the right questions about career responsibilities, requirements, and benefits. They can make career decisions based on what they know about themselves and various careers. They set realistic and satisfying career goals. They acquire and practice basic career skills. They can identify options that prevent "dead ends" in career planning. Finally, they appreciate and work within the American free-enterprise system.

What Happens To Students Without Adequate Career Education?

Without adequate career education and guidance, over 800,000 students drop out of high school every year; another 800,000 graduate without marketable skills; and many graduate as economic illiterates, unable to cope with the real world. Many students are unemployable; unemployment is four times higher among youth than among adults. Many make poor initial job choices, resulting in frequent job changing at enormous cost to themselves. They look at the business world with distrust and distaste. Many have neither the skills nor the knowledge to cope with a changing job market. Many prepare for college as if it were the ultimate goal, and attend for ill-defined reasons. Some 900,000 students drop out of post-secondary institutions each year. (And these statistics are more than double in most instances when applied to minority students.)

What Can You Do?

You can use career education to strengthen the guidance program in your school. In addition to helping students, it results in many benefits for the school, the community, business, industry, and labor.

For more information:

1. Ask your local school district coordinator or director of career education.

2. Contact the career education specialist in your county superintendent of schools office or department of education.

3. Write to a state consultant in

   Personal & Career Development Services
   California State Department of Education
   721 Capitol Mall
   Sacramento, CA 95814

   or telephone (916) 323-0565 or 323-0566. Ask for a copy of their free booklet on "Implementing Career Education."

3. REPLICATE SUCCESSFUL PRACTICES

RESULTS OF RECENT TITLE IV-C PROJECTS IN CALIFORNIA

1. When adults learn to help children become responsible for their own behavior using such strategies as logical consequences, encouragement, and family or class meetings, their behavior is positively redirected.

   PROJECT ACCEPT (ADLERIAN COUNSELING CONCEPTS FOR ENCOURAGING PARENTS AND TEACHERS). A training program for parents and teachers, grades K-6. CONTACT: Jane Nelson, Director, (916) 383-1562, Elk Grove Unified School District, Samuel Kennedy School, 7037 Briggs Drive, Sacramento, CA 95828.

2. When students are taught career awareness as a part of their basic curriculum and are provided an opportunity to practice basic career development skills, they develop relevant attitudes and decision-making skills and believe these are important in the world of work.

   PROJECT CERES. A career education program, grades K-6. CONTACT: Virginia H. Lish, Curriculum Specialist, (209) 538-0148, Ceres Unified School District, P. O. Box 307, Ceres, CA 95307.

3. When students use "hands-on" materials to explore "careers" they discover their likes, dislikes, abilities, and inabilities. By actually doing "work" they develop career understanding and begin to make more realistic career decisions.

   PROJECT DISCOVERY. A "hands-on" career exploration system using 38 self-contained packages, ages 12 and up. CONTACT: Richard A. Simon, California/Nevada Regional Director, (714) 292-5140, 10681 Gabacho Drive, San Diego, CA 92124.

4. When potential dropouts -- identified by predictive characteristics -- are exposed to such strategies as peer counseling, attendance monitoring, and classroom guidance, such students stay in school, increase their self-esteem and demonstrate improved academic success.

   PROJECT HOLD (HELPING OVERCOME LEARNER DROPOUTS). A secondary guidance project, grades 9-12. CONTACT: Joan Stoker, Director, (408) 728-6246, Pajaro Valley Unified School District, 340 Lincoln Street, P. O. Box 620, Watsonville, CA 95076.

5. When children are taught specific skills, using career guidance materials in the classroom in a special center, and with "traveling" packs at home, they show improved self-understanding, self-esteem, decision-making and personal responsibility.

   PROJECT LAUNCH (LABORATORY ACTIVITIES TO UNDERSTAND AND NURTURE CHOOSING). Field-tested, guidance-based instruction, assessment, and staff development, grades K-6. CONTACT: Carrie Eggleston, Director, (714) 760-3404, Newport-Mesa Unified School District, Harper Support Services, Room 5, 425 East 18th Street, Costa Mesa, CA 92627.

6. When the Structure of Intellect (SOI) model is used to develop an instructional approach to teaching behavioral skills, students in regular and special education classes learn relevant and useful social skills.

   LEARNING ABOUT SOCIAL BEHAVIOR. An instructional approach, as opposed to a counseling approach, grades 1-8. CONTACT: Jane Favero, Director, (213) 963-1611, Ext. 378, Glendora Unified School District, 352 N. Wabash Avenue, Glendora, CA 91740.

7. When the services of community agencies are coordinated with school-based behavorial treatment (individual, group, and family counseling and crisis intervention services for teachers and students), students show a significant reduction in discipline and emotional problems and absenteeism.

   NAPA VALLEY PROJECT. A behavior intervention approach for K-6 students. CONTACT: Thomas A. Spencer, Coordinator, (707) 252-5352, Napa Valley Unified School District, 2425 Jefferson Street, Napa, CA 94558.

8. When dropouts are identified, contacted, and enrolled in educational programs designed to meet their unique needs, staff members involved are used more creatively and cost-effectively.

   PROJECT NEW START. A process for keeping dropouts in school, grades 9-12. CONTACT: Don Larsen, Director, (714) 738-6108/4351, Fullerton High School District, 120 W. Wilshire Avenue, Fullerton, CA 92632.

9. When appropriate and relevant, teacher-developed guides are used with elementary children, they demonstrate improved self-concepts, decision-making skills, and career awareness.

   THE PERSON I AM. A program designed for grades K-6. CONTACT: Martha Kelly, Facilitator, (714) 560-8011 or Ricki Petrus, Director, (714) 293-8103, Lindbergh Community School, 4133 Mt. Albertine Avenue, San Diego, CA 92111.

9. INITIATE NEW IDEAS

Selected random ideas -- Strategies to attain desired outcomes --

21 Desired Outcomes (Typical)	21 Suggested strategies (General approaches)
1. Better attendance	Use positive incentives
2. Fewer suspensions	Use other alternatives
3. Fewer expulsions	Review district policies
4. Fewer dropouts	Increase counseling services
5. Less violence	Use preventive measures
6. Less vandalism	Spruce up the physical plant
7. Less theft	Increase precautionary measures
8. Better attitude toward school	Emphasize success, belonging
9. Better attitude toward self	Stress positive reinforcement
10. Better attitude toward others	Provide peer group activities
11. Fewer staff absences	Establish a "School Morale" program
12. Fewer staff requests for transfer	Create a sense of belonging
13. Fewer staff resignations	Recognize staff contributions
14. Improved school service to pupils	Increase pupil personnel services
15. Improved school service to parents	Improve home-school contacts
16. Improved school service to administrators	Improve consultation from specialists
17. Improved school service to other school personnel	Expand inservice training
18. Include pupils in decisions	Give students appropriate authority
19. Include parents in decisions	Consider parents' advice, input
20. Include administrators in decisions	Improve communications to Superintendent
21. Include other personnel in decisions	Include entire staff input

APPROACHES TO LOCAL IMPLEMENTATION

Photo: Malcolm Thompson

The basic purpose of any state policy reform is to improve the effectiveness and quality of local services. Therefore, the responsibility for implementing meaningful change ultimately rests at the local level. This section of the report illustrates what counselors, school and district administrators, parent and student groups, School Site Improvement Councils, and others on the local level can do to improve guidance services. The suggestions are not a prescription and the list is not exhaustive but these are some of the many approaches that might respond to the problems identified in the report.

INCORPORATE GUIDANCE ISSUES INTO THE CURRICULUM

In this decade, resolving conflicts, relating to people of different backgrounds, clarifying values and making decisions have been defined as basic survival skills. Employers cite attitude and ability to get along with others as essential criteria for employability. And yet, help developing those skills is rarely included in curricula. Students need to know that their concerns about sexuality, racism and career choices are natural, and the opportunity to learn about these issues must be provided. Guidance staff feel overwhelmed by the tremendous amount of information and counseling they are expected to deliver to each student despite impossibly high student-to-staff ratios. Administrators, parents and teachers lament the schools failure to deal effectively with drugs, racial conflict, violence, vandalism and truancy. Our findings indicate that many students do not receive even basic information about graduation requirements, college admissions requirements, etc., and that such information only gets to selected students. Counselor-student access is difficult in most schools. To incorporate guidance into the curriculum, the following approaches could be considered:

- Schedule regular guidance time into each student's daily program. This time could be used for rap groups on specified subjects, ongoing peer counseling programs, counselor or teacher-run mini-courses on student-identified issues, or personal appointment time with a counselor. Special independent study guidance projects using counseling resources in the community,

could be offered as social studies or elective units.

- Schedule one period per day for each teacher who wishes to advise and counsel students.
- Require all sophomore students to take a career course in which career tests are administered, career options discussed, and feelings about making future career decisions explored.
- Offer race relations or human relations courses.
- Offer small group classes in "life skills," such as conflict resolution and personal communication.
- Offer elective social studies research classes in which students compile information about the local labor market. Students and guidance staff could use the data they collect in job and career counseling.
- Arrange overall planning meetings with teachers, counselors and administrators to discuss the broad objectives of the guidance system and to develop mechanisms for realizing these objectives.

IMPROVE COORDINATION OF LOCAL RESOURCES

Despite efforts to link schools, parents, and community advisory bodies and other community groups, schools generally remain isolated from the community. A model guidance system would use guidance personnel as community resource developers to coordinate joint community and school efforts. Counselors would identify community resources for students with special needs, encourage students to use educational and work-experience opportunities outside the schools, and follow up student referrals by maintaining ongoing communication with community resources.

Putting students in touch with community resources could ease the burden on school counselors and school programs, which could free scarce resources and eliminate duplicate services. To try this approach:

- Establish a career information program in which trained community volunteers handle most of the students' questions about careers. A separate drop-in career center would reduce routine traffic through the counselor's office, bring adults into the schools expressly to help students, and provide students with readily accessible information.
- Explore educational and training opportunities in the community so that schools with few resources can give students meaningful experiences outside school. Counselors would coordinate out-of-school resources and do appropriate follow up.
- Schedule regular visits of a CETA/EDD job placement counselor to advise students interested in summer, part-time and permanent jobs.
- Establish a Community Advisory Committee with representatives of the most common job skill clusters. These community people could offer information, support, counseling and job search help to students interested in

specific skills and could serve as a resource for vocational instructors and counseling staff.

- Organize student independent-study projects or mini-courses on community research to produce a directory of youth services for students and counselors. The directory would include descriptions and evaluations by young people who used the service. This project could be offered within the social studies curriculum.
- Provide a work experience option for **all** students through independent study projects.
- Provide in-service training or a conference coordinated by the county or district office of education for guidance counselors and youth service agency representatives. They could exchange information, discuss gaps in youth services, and establish new methods for coordination.

ESTABLISH A COORDINATED GUIDANCE PROGRAM

In most districts, each school approaches guidance service differently, and in most schools guidance even differs from counselor to counselor. This causes a disjointed effect on students and creates tremendous problems "selling" guidance to the community and the school board because there is no defined or coordinated program to sell. Without a clearly articulated guidance program, evaluation and accountability are difficult.

Tensions exist between counselors and teachers because teachers don't clearly understand what counselors do. Comprehensive guidance programs should coordinate approaches to work-experience, financial aid and college admissions, personal, educational and career counseling, attendance and discipline. Guidance counselors can serve as intermediaries among students, teachers, parents and the administration. Many are trained to observe interpersonal dynamics and mediate conflicts, and could use their expertise to improve the general school climate.

Guidance resources must support and nourish the basic intent of the entire school program.

To this end we recommend:

- Establishing a School Site Guidance Task Force (or utilizing AB 65 School Site Improvement Councils, where they exist) composed of students, teachers, guidance staff, administrative representatives and parents to develop a guidance program plan. The state Department of Education and the California Personnel and Guidance Association provides technical assistance and information to support such plans. The plan should attempt to: incorporate guidance into the total school curriculum; coordinate school and community resources; provide special college and financial aid information and support for disadvantaged students; provide personal, educational and career counseling, and respond to the inevitable crises. The Task Force or Improvement Council should evaluate programs and conduct ongoing needs assessments, and at regular intervals recommend program modifications.
- Schedule regular meetings with students, counselors and teachers to discuss student issues and problems, and to devise ways in which the schools can approach these problems.
- Train guidance counselors in schools implementing new integration plans

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on cultural and racial conflicts, and resolving those conflicts, and on problems faced by teachers and students handling the transition. This training is particularly important because counselors often are the facilitators, communicators and recruiters for magnet schools, and are called upon to settle conflicts within the school. Human relations classes also would ease the way for integration.

DECREASE THE BURDEN OF CLERICAL AND ADMINISTRATIVE DUTIES

The sheer volume of paperwork severely limits counselors' availability to students. Inadequate clerical help, vague job descriptions, and inefficient class scheduling all contribute to the common complaint that counselors are "buried behind piles of paper." To get them out from under:

- Set up a system in which students can register for their own classes. For such a system to work, it is crucial to first provide students with the information to make educated choices about their classes through teacher-advisers, assemblies or class time devoted to reviewing graduation requirements, discussing the implications of certain "tracks," etc.; and distributing student evaluations of classes and teachers.
- Reduce paperwork requirements and develop efficient ways to handle the paperwork, review guidance objectives and ways to meet those objectives, and update job descriptions.
- Offer time management training for counselors and administrators.
- Use business classes and computer classes, where they exist, to handle some of the clerical functions of the school.
- Seek additional clerical resources through local CETA programs and volunteer efforts, to free counselors from paperwork.

ENCOURAGE STUDENT INVOLVEMENT AND INPUT

The guidance system is responsible for individualizing the mass school experience, providing support and information to students who must make decisions about their future, and providing personal and social counseling. Given this, perhaps our most alarming findings are that students' needs are misunderstood, and counselors, administrators and policymakers generally do not solicit their comments or discuss their experiences before developing guidance programs.

Students need to be included at all levels of decision-making to express their needs and evaluate the programs intended to help them. Educational resources are scarce, and it is wasteful not to use what young people can provide. A comprehensive model guidance system would involve students in decision-making at all levels:

- Schedule regular meetings and rap sessions between guidance staff and interested students to discuss issues of concern.
- Establish peer counseling to ease the burden on counselors and allow students to serve their contemporaries.

- Include students when evaluating classes and teachers.
- Have students conduct panels and arrange in-service training to educate guidance staff to their needs and concerns.
- Assess student needs regularly and determine how guidance programs can meet those needs.
- Train students who want to be involved in designing, evaluating and delivering guidance services such as peer counseling and coordinating with community resources.
- Establish a student ombudsperson through a CETA position, volunteer, or donation of a position by a community group. The ombudsperson would handle student grievances, disseminate grievance information to students and resolve conflicts among students and between students and school staff.

PROTECT CONFIDENTIALITY OF THE STUDENT-COUNSELOR RELATIONSHIP

Therapeutic and legal services for adults are protected by ethical assurances and often an explicit legal right to confidentiality. No such protection exists for students seeking help with personal or intimate problems, or for resolving a conflict that requires a mediator or counselor. One of the complaints most commonly heard from students is that they cannot trust their counselors or school personnel to keep anything confidential. They fear that parents and other school staff will automatically be involved.

Effective guidance requires confidentiality and clear guidelines that state when parents or other staff will be advised. These kinds of assurances could be developed as a local school or district policy.

From Lost In the Shuffle: A Report on the Guidance System in California Secondary Schools. Santa Barbara: Citizen's Policy Center, 1979, pp. 42-46.

11. PUBLICIZE YOUR PROGRAM

Whatever you do to "showcase" your program, I would respectfully suggest that you strongly emphasize the unique aspects of the course---homework, attendance, adjustment, communication with parents, post-high school goals, values, job-related skills, community resources, decision-making.

Here are some other suggestions:

- Write an article describing your program and submit it to the CPGA Compass.
- Submit an article to your local newspaper with pictures of kids in action (see attached sample).
- Have a feature article in your school paper and PTA newsletter.
- Send a special flyer home to parents.
- Put together a colorful, simple brochure and give it to all students. (South High School in Torrance has one.)
- Put together a slide-tape presentation and present it at a School Board meeting
- Set up a media display in the library, showing the materials used in the course.
- Have every student who completes the course wear a button with a catchy slogan (e.g., "I.K.W.I.G."---I Know Where I'm Going).
- Publicize the results of your interest and aptitude surveys in articles and news items.
- Put on a one-day seminar series, featuring your guidance staff (see previous Newsletter article on Oak Grove School District's "Human Relations Day").

I'm sure you can come up with lots of other ideas to publicize your course.

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They resolve discipline hassles face-to-face

At a discussion of Conflict Management are Burbank High students Norman Silva III, Jenny Olmstead, Janet McCluskey, Ollie Simpson and Adrianne Richardson with, center back, Leon Culbertson, Burbank counselor; Larry Willett, Burbank principal; and Bob Tafoya, former district conflict management coordinator.

Staff photos by Jerry Reinbolt

By MICHAEL McBRIDE
Staff Writer

First of two parts

Discipline in the public schools.

A perennial problem.

Unfortunate. Because, as a wise school board member once said, the business of the schools is to educate. Yet thousands of school administrators must spend their time resolving conflicts—just so the business of educating can go on.

The pragmatic principal will probably take any approach to reducing conflict that is legal and that works.

But what about an approach that has the principal—and the vice principal whose chore it is in many schools to deal with disciplinary matters—sharing some of his or her authority with some of the students?

A little scary, you say?

BUT HOW ABOUT if it works?

And it *is* working in some Sacramento area schools.

The concept is called "Conflict Management." And the heart of the idea is simple enough. Students selected for their leadership qualities are trained to settle conflicts . . . to act as arbitrators.

Generally speaking, the teams (they always work in pairs) of student facilitators do not handle cases involving weapons or drugs. And they usually do not deal with instances of unprovoked assault.

But they have taken on student-teacher problems as well, of course, as conflicts between and among students.

And once the student facilitators agree to take a case, the school administration . . . keeps hands off. The student conflict management team settles the problem—and that's that.

Still sound a little scary to you?

A lot to talk with some of the people involved in making Conflict Management work.

Bob Tafoya was the Conflict Management coordinator for the Sacramento City Unified School District until this school year. Proposition 13-inspired cuts in administrative staff dictated his assignment this year as vice principal of Sutter Middle School.

Tafoya got the program going in the Sacramento city district a couple of years ago. A federal grant to fund the program for three years had been withdrawn before the first year was over because the state wouldn't provide matching funds.

"THERE I WAS," said Tafoya, a man who seems to radiate energy and can't sit in a chair for more than a minute at a time, "I was a vice principal without tenure that had applied for—and been given—a job that had just had the salary removed from it. I was out of a job."

But Tafoya, a former boxer from San Jose whose first teaching job was a two-year stint in Sacramento's Grant Joint Union High School District back in 1950 and 1960, had a lot going for him. A veteran of 13 years "working the high schools in Los Angeles," Tafoya was "one of the ones they sent the tough kids to" there.

"In 1968," he related, "when the rock-throwing was really in full swing down there, I was the only Chicano out of a faculty of 120 at my high school. The student body was 35 percent Chicano. I was made director of a new program called 'Expanded Horizons'—a program to deal with the four recognizable gangs, all Chicano, in the school.

"To make a long story short, when the program started in 1968, less than 2 percent of the kids who entered college from that school were Chicano. When I left in 1974, 58 percent of the kids who entered college from that school were Chicano.

"WHY DID THIS come about? We felt it was necessary to give kids hope. If we hadn't substituted something for that gang situation, we'd have achieved nothing.

"And the key to hope is education. We started a parents club. With the proceeds from the club's fundraisers we hired a person to help the kids wade through the application forms and testing procedures for entry into higher education . . . for scholarships . . . for grants.

"Obviously, it worked. What more can you say?"

Indeed.

And Sacramento school authorities had heard of this.

Said Tafoya: "The superintendent asked me, 'If you could put together a conflict management program without staff and without money—except for your salary—would you do it?'

"I accepted the offer. I took two months and wrote my own program. It was an accumulation of years of failings at this kind of work. I learned from those failures, and I wrote them out of the program. Then the superintendent told me to see if I could find a couple of schools that would go with my program."

HE FOUND Larry Willett and Wilbur Yost, principals respectively at Luther Burbank High School and John Still Junior High, to be "not only cooperative, but supportive," Tafoya said. So those two schools were where the program started.

"My idea," he continued, "wasn't only to train students. "I wanted at least one administrator, one counselor, one non-teaching staffer and a number of teachers—depending on the size of the school—in on the training, too.

"I felt that students, if trained properly, would have an advantage over administrators in resolving conflicts among students. However, the power structure has to be involved. The student trainees have to come out of the training with a feeling of trust and confidence that they'll be allowed to do what they've been trained to do."

SUBJECTS INCLUDED in the training sessions, said Tafoya, were diffusion of rage, the meaning of peer pressure, how to deal with "outsiders" (non-students), sex role biases, the nature of change and the nature of conflict, rumor control and inter-group conflicts.

"Before we started the training," said Tafoya, "I insisted on certain requirements. For one thing, the training would have to be off-campus. It's a matter of helping concentration. Out of the distractions of surroundings familiar to them, the kids are able to concentrate better. It's also a matter of a little prestige for the kids undergoing the training, too. I also insisted on the training taking place during the day. There's just something about after-hours stuff that doesn't make it."

The crux of the program's success, Tafoya said, lies in the school administration's willingness to trust students.

"The administrators have to commit themselves to the idea that when student facilitators handle a case, it 'belongs' to them," he said. "They can handle it themselves or, if they feel they can't, they can turn it over to the administration. But if they handle it, then the administration won't touch it."

"THAT'S DIFFICULT for some administrators, because of the students selected for training to be facilitators. The criterion is that the student be 'a natural leader—without regard to citizenship or scholarship.

"We involve the entire teaching and non-teaching staff of a school in the selection of trainees, too.

Tafoya said he had tried a similar program previously without staff support.

"That time," he said, "I tried doing it with all 'hard' kids, and without having teachers, administrators and other staffers attend training with the kids. It didn't work. We learned we needed the backup of the administration and a mix of the types of student leaders. We learned that if the student leaders had the right training and the confidence of the administration, the program would work."

"The kids we choose for the program are veteran problem-solvers. We choose them because they're natural leaders. They *want* to lead. They like power and they know how to use it. That's the very nature of leadership. A leader has a following, and he or she must keep the followers in line. A leader is experienced in situations involving conflict.

"THE REASON the students at large are buying this idea—and I knew they would—is that the names of students involved in this type of settlement are not placed in any disciplinary records. The facilitators are not 'finks,' 'narks,' 'hall monitors' . . . Their job consists of only one thing . . . or'y one . . . being able to help other students stay out of trouble.

"Students generally have one idea in common: They believe that adults do not deal with students fairly. So, we turn this area in which they believe we're not fair over to them. And we tell them, 'You be responsible for your own actions.' I tell the kids chosen to be facilitators, 'We didn't pick you because we want to change you. We like you, and we realize you like yourselves.' After all, they're leaders. And you can try to change a follower, but not a leader."

FACILITATORS keep records which include information on how the facilitator found out about the situation, what kind of situation it is (rumor, fight . . .), how the facilitators handled it and the names of the facilitators involved. Tafoya gets his statistics in part from these records and from teacher, student and parent surveys dealing with the program.

"The program has had three major results," Tafoya said. "First, it significantly reduced the number of conflicts on campus. It reduced student-teacher and student-student tension. And it reduced appreciably the amount of time administrators, counselors and teachers had to spend on disciplinary functions. I also feel it demonstrated that it's not only necessary to involve students in running a school, but that students can be very capable in an area usually considered an administrative function.

"THE SOCIAL climate has changed over the years. And you can't separate the social climate in general from the school climate in particular. The school is really a reflection of what's going on out there. Certainly, we're all aware of changes in every segment of society in terms of rights of individuals and groups.

"Now, if the courts say students have rights—and the courts *have* said it—we can't ignore that, any more than we can ignore teachers' rights and parents' rights.

"I think we had best learn to share power with these kids. Real power lies in how you share it."

Tafoya credited much of the program's success to the work of several local experts including John Platt, a psychologist with the Elk Grove Unified School District whom Tafoya called "a nationally recognized pro in his field."

This year, there's no Conflict Management program at the district level in the Sacramento district (due to cuts dictated by Proposition 13). But the program is being continued at Burbank and Still. And, said Tafoya, "If all goes well," Sutter will start it up again in the spring. Will C. Wood and Charles M. Goethe junior high schools, which haven't had the program up to now, will probably start using it in the spring, too, he added.

Next, Burbank—a Conflict Management school.

12. IMPROVE YOUR SCHOOL CLIMATE

150 WAYS TO IMPROVE SCHOOL AND CLASSROOM ENVIRONMENT

Specific Suggestions

1. To promote better student attendance -- (15 ideas) --

- Initiate a positive school-wide staff development program to improve school and classroom climate.
- Remove or reduce student participation fees.
- Re-evaluate district attendance policies; change punitive policies if necessary.
- Improve the physical appearance of the school campus.
- Strive to reduce the pupil-adult ratio, if possible.
- Make high school courses more relevant for students not planning to go to college.
- Reduce sources of friction between racial or ethnic groups on campus.
- Increase counseling for students with learning disabilities.
- Use more adults in the classroom, as volunteers, aides, paraprofessionals, teachers, etc.
- Emphasize higher expectations for learning, especially among minority group students.
- Make it possible for qualified students to take college courses while still in high school.
- Make high school courses more practical and up-to-date.
- Provide appropriate counseling with truant students.
- Use more positive incentives; give recognition or rewards for high attendance.
- Discuss serious truancy problems with students' parents.

2. To have fewer student suspensions -- (9 ideas) --

- Change unfair and authoritarian administrative practices.
- Abolish oppressive school policies (corporal punishment, dress codes, etc.).
- Re-evaluate relation between truancy and suspension practices; avoid using suspension as a punishment for truancy.
- Develop realistic school regulations about student smoking.
- Substitute in-school detention as a means of discipline, rather than suspension from school.
- Reserve suspensions for only the most serious troublemakers.
- Use more alternatives to suspension, such as continuation school, detention centers, restitution programs, "time-out" rooms, "systematic exclusion" programs, and parental referrals.
- Require a parent conference prior to every suspension.
- Examine district suspension policies regarding penalties for minor offenses, such as discourteous conduct, defiance of authority, disobedience, smoking, possession of tobacco, or vulgarity.

3. To have fewer student expulsions -- (3 ideas) --

- Establish a specific reinstatement program to accompany every student expulsion before it is initiated.

- Require that a counselor monitor every expulsion and report the student's progress to the district superintendent.
- Review district expulsion policies regarding penalties for major offenses, such as abuse of personnel, assault, battery, threatening teachers, or damaging school property.

4. To have fewer dropouts -- (8 ideas) --

- Increase the counseling and guidance services available to all students.
- Make the curriculum more relevant to students' needs.
- Include more adults in classroom instruction activities.
- Emphasize systematic instruction, with lots of positive reinforcement.
- Establish means for qualified students to graduate early from high school (in 3 years instead of 4).
- Reorganize or restructure the "tracking" system used in grouping for instruction.
- Eliminate the assessment of fees for participation in school activities.
- Amend school or club rules or procedures that segregate or isolate minority or low-income students within the school program.

5. To decrease the incidence of violence -- (12 ideas) --

- Increase the psychological services to students with learning disabilities.
- Establish a positive preventive program to counteract conflict and violence, including provisions for isolating troublemakers, negotiating, and using parents, police, and community leaders.
- Apply discipline evenly and fairly to all students.
- Adopt practical means of keeping "outsiders" and non-students off campus, especially in secondary schools.
- Improve communications between the school and everyone involved; make sure everyone knows what is going on in the entire school community.
- Keep overcrowding to a minimum; schedule student activities to avoid long lines to use cafeterias, restrooms, or lockers.
- Involve more community people in school policy-making.
- Make your school buildings and grounds appear more "friendly" and less formidable.
- Give as much daily attention to each student as possible.
- Provide more opportunities for minority-group and disadvantaged students to participate in all school programs.
- Provide more group counseling, especially to students with problems.
- Use appropriate preventive measures, such as school police officers, diversionary schools, student advisors, learning centers, law courses, and home contacts.

6. To decrease the amount of vandalism -- (7 ideas) --

- Replace obsolete school facilities and equipment.
- Reorganize the school into smaller sub-units.
- Clean up school buildings; maintain adequate facilities.
- Replace outdated or worn-out science and physical education equipment.

- Spruce up the school grounds and landscaping.
- Involve students in school security patrols.
- Improve the physical school plant, by such things as adding student lounges or "rap" rooms, removing fences, using student-designed murals and displays, rerouting traffic in hallways, and redecorating restrooms.

7. To decrease the incidence of school theft — (3 ideas) --

- Establish better coordination with local police and other community agencies.
- Take greater precautions against theft, such as marking all valuable equipment and property.
- Remove or reduce student participation fees; make school involvement "free" to all students.

8. To promote better student attitudes toward school -- (7 ideas) --

- Establish a guidance curriculum and classroom courses that emphasize pupil success and achievement.
- Provide realistic experiences for non-college-bound students.
- Avoid faculty favoritism toward "student government cliques."
- Emphasize the role of the counselor as a "student advocate."
- Use more small-group instruction, whenever possible.
- Promote school activities that give the student a sense of belonging.
- Be honest; when minor disturbances do occur, don't cover them up.

9. To promote better student self-concepts — (3 ideas) --

- Expand group counseling activities that develop students' self-esteem and positive attitudes.
- Provide inservice training for teachers and staff in methods of developing positive self-images in students.
- Emphasize positive reinforcement in everyday classroom activities; include activities that provide student recognition.

10. To improve students' attitudes toward others — (4 ideas) --

- Expand counseling programs, to include more peer and group activities (such as "T.A. for Teens," etc.).
- Increase communications among students of different backgrounds.
- Provide more activities that enhance intergroup relations.
- Include more adults in secondary school activities, especially adults as fellow students.

11. To decrease staff absenteeism -- (13 ideas) --

- Conduct a survey of staff needs, concerns, and interests.
- Assign staff members to work in areas in which they are most interested and concerned.
- Increase the "ownership" that teachers have over school programs.
- Require staff input and cooperation, on such issues as: student discipline policies, ordering and sharing supplies, articulation between grade levels, homework, report cards, grading, reports to parents, and supervision of students outside of class.

- Give school personnel more control over their use of time.
- Establish cooperative staff approaches to solve school problems.
- Focus on attainable short-range objectives, rather than broad long-range goals.
- Recognize success immediately; publicize positive results in discipline, attendance, learning activities.
- Include announcements of progress in each staff meeting.
- Share staff experiences that are producing success with students.
- Emphasize activities that bring staff members closer together and help them work more effectively with each other.
- Develop a mutual "support system" that allows staff members to help each other get what they want.
- Arrange activities so that teachers and others can meet to plan on school time.

12. To decrease requests for transfers -- (14 ideas) --

- Initiate a positive systematic program to improve school morale; build the group.
- Attend to "little things" that affect staff morale, such as clerical help, time for planning, fewer interruptions, adequate supplies, working space, parking.
- Recognize outstanding teachers for their skills, interest, and enthusiasm.
- Allow teachers to be creative regarding school and classroom management.
- Examine means of making school routines more interesting.
- Recognize the entire staff publicly for positive performance.
- Keep the staff well-informed at all times.
- Emphasize the need for teachers who understand and care about students.
- Eliminate "busywork" and administrative paperwork as much as possible; relate classroom activities to expected student outcomes.
- Create a sense of "belonging" within the school staff.
- Provide adequate school facilities and equipment.
- Maintain consistent and fair student discipline policies.
- Recognize the contributions of staff members who are sensitive to the needs of students.
- Select principals who possess good counseling skills.

13. To decrease staff resignations -- (5 ideas) --

- Assign staff members to represent the student population of the school, economically, ethnically, and racially, if possible.
- Provide opportunities for staff personnel to get to know one another, personally, and socially.
- Give principals more authority in hiring teachers, assigning staff, and placing people where they would be most qualified and successful.
- Screen teachers according to their talents, skills, needs, and competencies.
- Provide more inservice training programs, in such areas as classroom management, group dynamics, cultural differences, and improving group-process skills (involvement, communication, problem-solving, use of time).

14. To improve services to students -- (8 ideas) --

- Expand career guidance activities for high school students.
- Provide more effective counseling programs, including specialized counselors, intensive help when needed, elementary guidance, adequate facilities, availability before and after school, regular home visits, and more bilingual and minority counselors.
- Increase pupil services to schools in lower socioeconomic areas.
- Develop more innovative activities and courses.
- Improve communications to students from school staff, administrators, parents.
- Provide more personal counseling on such problems as drugs, alcohol, and smoking.
- Acquaint students with penalties for criminal offenses.
- Expand reading improvement programs for students with reading problems.

15. To improve services to parents -- (9 ideas) --

- Improve communications to parents from students, staff, and administrators.
- Increase the number of parent conferences, open house programs, and home visits.
- Establish multicultural education programs for parents.
- Send regular reports to parents on school happenings.
- Recognize parents for their interest and involvement in school activities.
- Make the school principal more available to parents.
- Invite parents to school for informal visits.
- Establish school site advisory councils that are broadly representative of each school community.
- Offer appropriate parent education courses, in such areas as preventing drug and alcohol abuse, setting achievement goals, and improving work habits and school behavior.

16. To improve services to administrators -- (3 ideas) --

- Increase communications to administrators from students, parents, school staff, and the community.
- Use advisory groups to provide community feedback on administrator's performance.
- Expand pupil personnel services to include more consultation to administrators from school psychologists, counselors, nurses, social workers, and child welfare and attendance workers.

17. To improve services to other school personnel -- (6 ideas) --

- Establish procedures that enable teachers to be more creative and innovative.
- Make the school principal more visible and available to the school staff.
- Provide more contact between school personnel and parents and students.
- Establish regular and continuous inservice training programs for the school staff in such areas as classroom management, change agents, and the use of positive reinforcement.
- Hire the most friendly and capable school secretaries you can find.
- Provide for adequate program evaluation and research.

18. To involve students in decision-making -- (7 ideas) --

- Use students as advisors to the Superintendent; establish a Youth Forum or similar regular advisory group.
- Use students' suggestions for making the curriculum more responsive to students' needs.
- Include students in all major aspects of school operations, beginning in elementary schools.
- Expand students' lines of communication to the school faculty and administration.
- Provide regular means for students to express their concerns to district administrators.
- Give students appropriate power and authority; allow for student input and influence on decisions and regulations that affect them.
- Develop and publish policy statements regarding "Students' Rights and Responsibilities."

19. To involve parents in decision-making -- (6 ideas) --

- Make better use of school advisory contacts and groups.
- Encourage parents to share their views on home and cultural values.
- Provide means for parents to be more involved with student activities at school.
- Insist on broad community involvement in school policy-making and governing.
- Improve communications from parents to administrators and staff.
- Consider parents' opinions and advice in deciding such issues as student activities, use of volunteers, implementing curriculum changes, using community resources, and parent involvement in the classroom.

20. To involve administrators in decision-making -- (5 ideas) --

- Give school principals more authority to run their schools.
- Improve communications from principals to the Superintendent and school board.
- Remove restrictions against hiring community people as paraprofessionals.
- Encourage administrators to regard student activism as a positive force, to be used constructively.
- Permit school administrators to become more actively and directly involved with students and programs.

21. To involve other school personnel in decisions -- (6 ideas) --

- Include entire school staff input in making decisions.
- Give teachers a bigger voice in governing their schools.
- Include more classified personnel in staff meetings.
- Provide for more direct contact between counselors, psychologists, and other specialists and school administrators and board members.
- Involve more school personnel in working directly with students.
- Improve communications from staff members to administrators.

ASSESSING AND IMPROVING SCHOOL AND CLASSROOM ENVIRONMENT

(As Part of School Improvement Programs, Ed. Code Section 52015(g).)

Selected References

Robert, Marc. Loneliness in the Schools, Argus Communications, 7440 Natchez Avenue, Niles, Illinois 60648, 1973.

Robert, Marc. School Morale: The Human Dimension, Argus Communications, 7440 Natchez Avenue, Niles, Illinois 60648, 1976.

School Climate Improvement: A Challenge to the School Administrator, (no date) Phi Delta Kappa, 8th St. & Union Avenue, Box 789, Bloomington, IN 47401

Violence and Vandalism: Current Trends in School Policies & Programs, National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209, 1975.($6.75)

A Report on Conflict & Violence in California's High Schools, Sacramento: California State Department of Education, 1973.

Webb, Eugene J. and others. Unobtrusive Measures: Non-reactive Research in the Social Sciences, Chicago: Rand McNally & Co., 1966.

Miller, William C., "Unobtrusive Measures Can Help in Assessing Growth," Educational Leadership, January, 1978, pp. 264-269.

"Six Myths About Assessment in the Affective Domain," Division of Program Evaluation, Research, Pupil Services, Newsletter, Los Angeles County Superintendent of Schools Office, XVI:1, September, 1977.

Simon, Anita and E. Gil Boyer, Mirrors of Behavior: An Anthology of Classroom Observation Instruments. Philadelphia: Research for Better Schools, Inc. Temple University, 1967.

California State Board of Education Policy
Guidance and Counseling

It is the policy of the State Board of Education that all students attending public schools in California are entitled to receive the benefits of effective guidance and counseling programs and services designed to meet their personal, social, and career needs.

It is also the policy of the State Board of Education that the benefit students will derive as a result of effective guidance and counseling programs justifies a high priority and commitment of resources by the State Department of Education and by local educational agencies. These resources include both state operations funds, district program funds, and appropriate categorical funds.

The State Board accepts the Hart Task Force recommendation related to the need for a comprehensive guidance and counseling plan. The Board believes that a beginning first step toward providing quality guidance and counseling programs and services to students would be the development of a comprehensive plan as an integral part of a total educational plan.

The State Board of Education further believes that a guidance program consists of a planned sequence of activities based on the needs of students that would result in specific student outcomes in terms of knowledges, skills, and attitudes in the areas of personal, social, educational and career development. The program would be developmental in nature (K—adult) with specific objectives and expected student proficiencies in areas such as the following:

- Understanding and relating to other people
- Self-study and developing strengths and feelings of personal adequacy and worth
- Problem solving and decision making
- Locating and using career and educational information
- Applying for and keeping a job

The program would be the responsibility of the total school staff and delivered through both the curriculum and the guidance systems. It would include specific roles for teachers as well as credentialed guidance specialists and trained paraprofessionals. Community resources would be included where possible and appropriate.

The major focus of the program would be preventive but would include provision for assistance with immediate problems, such as the underrepresentation of special populations in higher education; racial isolation; and crisis situations, such as poor attendance, potential suicides, teenage pregnancy, and antisocial behavior (discipline).

Guidance and counseling shall be included as a critical need within all appropriate local assistance funding, both state and federal.

All state plans, guidelines, handbooks, and frameworks developed, even where funding is not a factor, shall include guidance and counseling as a priority component unless incompatible with the program or specifically excluded by law.

Every public school and district in the state should develop a comprehensive plan for meeting the guidance and counseling needs of students. It is the intent of the Board that the guidance plans and programs will be developed as a part of other district or school planning efforts, such as school improvement planning. Parents, students, community representatives, and any existing advisory committees or councils should be encouraged to participate with guidance specialists, teachers, and other school personnel in the development of the plan.

Local plans should include at least the following elements:

1. An assessment of students' guidance needs including input from students, parents, school staff, and community representatives, as appropriate.
2. A statement of goals and objectives for meeting students' needs, particularly the needs unique to special populations such as the disadvantaged, the handicapped, LES, NES, young women, truants, and the potential dropouts.
3. A description of implementation strategies for achieving the goals and objectives.
4. A description of expected student and school outcomes.
5. A plan to evaluate whether or not the designated strategies have achieved the goals and objectives.
6. A description of the appropriate responsibilities for teachers, paraprofessionals and other staff members to work cooperatively with trained guidance specialists to carry out the plan including appropriate in service provisions.
7. The appropriate use of identified community resources.
8. A description of the identified fiscal resources for the plan's implementation.

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- Reviews --

Comprehensive reviews of studies relevant to guidance and counseling have been published periodically. You may find the following references helpful:

1. Annual Review of Psychology, Annual Reviews, Palo Alto (See particularly Vol. 24, 1973, pp. 117-150, and Vol. 26, 1975, pp. 337-366, and 509-556)

2. Review of Educational Research (See Volumes 27 (1957), 30 (1960), 33 (1963), 36 (1966), and 39 (1969))

3. Miller, G. D., Gum, M. F., and Bender, D. Elementary School Guidance: Demonstration and Evaluation. Minnesota Department of Education. St. Paul. 1972 (pp. 7-37)

4. Tamminen, A. W. and Miller, G. D. Guidance Programs and Their Impact on Students. Minnesota Department of Education. St. Paul. 1968 (pp. 5-14)

- Brochure --

"The School Counselor." California School Counselor Association, 1981. Describes job, qualifications, professionalism, services. Available from CPGA.

- State Personal and Career Development Services Unit --

The major function of the Personal and Career Development Services Unit of the State Department of Education is to help you plan, develop, and implement comprehensive programs and services to prepare students to make realistic educational and career choices. State consultants are available on request to provide leadership, technical assistance, consultation, staff development, resources, information, and materials to you and others at the school, district, county, regional, and state levels.

Just write to:

Personal and Career Development Services
State Department of Education
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814

Or call Dr. Anne Upton at (916) 322-6352, or one of her staff:

Lanny Berry	(916)	323-0559	Paul Peters	(916)	323-0566
Joseph Cunha		323-0564	Jay Rollings		323-0562
Stanley Greene		323-0568	Lee Sheldon		323-0560
Bruce Lowrey		323-0563	Mary Weaver		323-0561
Joseph McGhee		323-0565	Milton Wilson		323-0567

14. USE AVAILABLE RESOURCES

RELEVANT RESOURCES AND REFERENCES

- State Department of Education publications --

  * Toward More Human Schools, 1981. Programs in self-concept, values, parenting, etc.
  * Guidelines for Developing Comprehensive Guidance Programs in California Public Schools, 1981. Planning model for the future.
  * A Guide to School and Community Action, 1981. Parent-oriented action plan.
  * History-Social Science Framework for California Public Schools, 1981. Good concepts for guidance and psychology.

- New book on program improvement --

  Improving Guidance Programs. Norman C. Gysbers and Earl J. Moore. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981. Very good resource.

- Booklet --

  Lost in the Shuffle: A Report on the Guidance System in California Secondary Schools. Santa Barbara: Citizen's Policy Center, 1979.

- Public relations booklet --

  "Introducing Your School Counselor." Booklet for students. Can be personalized. 15 pages. Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373. Priced from 10 cents to 75 cents each, depending on quantity (e.g. $220.00 for 1,000).

- Reports --

  "Experimental Studies of Truancy and Tardiness." Office of the Los Angeles County Superintendent of Schools; Division of Program Evaluation, Research, and Pupil Services. (Mimeographed report, no date).

  "Selected School Attendance Improvement Practices." Personal and Career Development Services, California State Department of Education; October 1, 1981. (Mimeographed).

  "Bibliography: Survival Resource Materials." Division of Student Services, Kentucky State Department of Education, no date. Frankfort, KY 40601. Lists materials on state supervision planning, exemplary programs, resource file development, and miscellaneous topics related to community support. (Mimeographed).